DOCUMENT RESUME

ED 066 195 LI 003 830

TITLE	National Indian Education Association Library Project. Appendices.
INSTITUTION	Minnesota Univ., Minneapolis. Bureau of Field Studies and Surveys.; National Indian Education Association, St. Paul, Minn.
SPONS AGENCY	Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.
PUB DATE	[Jun 72]
GRANT	OEG-0-71-4564
NOTE	106p.; (0 References)
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Adults; *American Indians; Elementary School Students; *Information Needs; *Library Services; Questionnaires; Secondary School Students; Students; Surveys
IDENTIFIERS	*National Indian Education Association; NIEA

ABSTRACT

The appendices contained in this document are: (1) Elementary Student Information Needs Questionnaire, (2) Library-Information Needs Questionnaire (for secondary students), (3) Elementary Teacher Library Informational Needs Questionnaire, (4) Secondary Teacher Library Informational Needs Questionnaire, (5) Adult Information Needs Interview Schedule (English and Navajo), (6) Library Inventory Checklist and (7) Community Inventory Checklist. (The studies for which these appendices are applicable are: LI003826 through 003829.) (Author/NH)

ED 066195

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

APPENDICES

OE-BLLR

SCOPE OF INTEREST NOTICE
The ERIC Facility has assigned this document for processing to: LI RC
In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.

NATIONAL INDIAN EDUCATION ASSOCIATION LIBRARY PROJECT

LI 003 830

BUREAU OF FIELD STUDIES & SURVEYS

UNIVERSITY OF MINNESOTA

ST. PAUL, MINNESOTA

CONTENTS

Appendix A: Elementary Student Information Needs Questionnaire

Appendix B: Library-Information Needs Questionnaire (for secondary students)

Appendix C: Elementary Teacher Library Informational Needs Questionnaire

Appendix D: Secondary Teacher Library Informational Needs Questionnaire

Appendix E: Adult Information Needs Interview Schedule (English and Navajo)

Appendix F: Library Inventory Checklist

Appendix G: Community Inventory Checklist

APPENDIX A

ELEMENTARY STUDENT INFORMATION NEEDS QUESTIONNAIRE

LIBRARY

Elementary Student Information Needs Questionnaire

Bureau of Field Studies and Surveys
300 Health Services Building
University of Minnesota
St. Paul, Minnesota 55101

Directions: It is now possible for your tribe to get more books and other library materials. They need your help to decide what to buy. They are asking these questions to find out what you want to know more about. Mark your answer with an "X" in the box following each question as shown in the example below:

E X A M P L E

Item No.	Yes (1)	Undecided (Maybe) (2)	No (3)	Item No.
0. Would you like to know more about Indians?	X			0.
AMERICAN INDIAN CULTURE				
1. Would you like to know more about noted American Indian leaders past and present?				1.
2. Would you like to know more about the history of your tribe?				2.
3. Would you like to know more about the music, dances, and arts and crafts of American Indian tribes?				3.

Item No.		Yes (1)	Undecided (Maybe) (2)	No (3)	Item No.
4.	Would you like to know more about the medicines used by American Indian tribes?				4.
5.	Would you like to know more about the legends and stories of American Indian tribes?				5.
6.	Would you like to know more about the religions of American Indian tribes?				6.
7.	Would you like to know more about the foods of American Indian tribes?				7.
8.	Would you like to know more about the types of clothing worn by American Indians in early times?				8.
9.	Would you like to know more about tribal events and celebrations?				9.
10.	Would you like to know more about the clans, families, and other groups in your tribe?				10.
11.	Would you like to know more about the languages of American Indian tribes?				11.

FAMILY LIFE

Item No.	Yes (1)	Undecided (Maybe) (2)	No (3)	Item
12. Would you like to know more about how plants, animals, and people are reproduced?				12.
13. Would you like to know more about how your body grows and changes?				13.
14. Would you like to know more about getting along with other children?				14.
15. Would you like to know more about dating, marriage, and starting a family?				15.
16. Would you like to know more about where to get help when you or your family has a problem?				16.
17. Would you like to know more about how death affects the family?				17.

INDIANS IN THE CITY

18. Would you like to know more about why Indian people move to cities?				18.

Item No.		Yes (1)	Undecided (Maybe) (2)	No (3)	Item No.
19.	Would you like to know more about the cities where Indians live?				19.
20.	Would you like to know more about the problems that Indians face in the cities?				
21.	Would you like to know more about schools Indian students attend in the cities?				21.
22.	Would you like to know more about the work that Indian people do in the cities?				22.
23.	Would you like to know more about interesting places to visit in the cities?				23.

USING GOODS AND SERVICES

24.	Would you like to know why some things cost more money than others?				24.
25.	Would you like to know more about saving money?				25.
26.	Would you like to know more about borrowing money, banking, and checking accounts?				26.

Item No.		Yes (1)	Undecided (Maybe) (2)	No (3)	Item No.
27.	Would you like to know more about the costs of feeding, clothing, and housing for a family?				27.
28.	Would you like to know more about where the goods and services you use come from?				28.
29.	Would you like to know more about planning the use of your money?				29.

SCHOOL AND LEARNING

30.	Would you like to have more books and things which will help you to read better?				30.
31.	Would you like to have more books and things which will help you solve mathematic problems better?				31.
32.	Would you like to have more books and things to help you learn more about social studies?				32.
33.	Would you like to have more books and things to help you learn about science?				33.
34.	Would you like to have more books and things about physical education and sports?				34.

Item No.		Yes (1)	Undecided (Maybe) (2)	No (3)	Item No.
35.	Would you like to have more books and things about art and music?				35.

HEALTH AND SAFETY

36.	Would you like to know more about good health and appearance?				36.
37.	Would you like to know more about the effects of alcohol, smoking and drugs?				37.
38.	Would you like to know more about first aid when someone gets hurt?				38.
39.	Would you like to know more about safety at home, with guns, with fire, in the water, and with machines?				39.

RECREATION

40.	Would you like to know more about all types of sports?				40.
41.	Would you like to know more about crafts and hobbies?				41.

Item No.		Yes (1)	Undecided (Maybe) (2)	No (3)	Item No.
42.	Would you like to know more about Indian cultural events such as pow-wows?				42.
43.	Would you like to know more about quiet indoor games such as cards, checkers, and monopoly?				43.

CURRENT EVENTS

44.	Would you like to know more about school-related events?				44.
45.	Would you like to know more about reservation or tribal events?				45.
46.	Would you like to know more about events related to your state?				46.
47.	Would you like to know more about national events?				47.
48.	Would you like to know more about international or world events?				48.

MEDIA IN THE HOME

Do you have the following items in your home?

Item No.		Yes (1)	No (2)	Item No.
49.	Magazines.			49.
50.	Books.			50.
51.	Newspapers.			51.
52.	Record player.			52.
53.	Tape recorder.			53.
54.	Television.			54.
55.	Radio.			55.

LIBRARY USE

56.	I use the school library by myself.			56.
57.	My teacher takes me to the school library.			57.

Item No.		Yes (1)	Undecided (Maybe) (2)	No (3)	Item No.
58.	I enjoy using the library.				58.
59.	I read many books from the library.				59.
60.	Library rules and book fines stop kids from using the library.				60.

MISCELLANEOUS

Item No.		Yes (1)	Undecided (Maybe) (2)	No (3)	Item No.
61.	Would you like to know more about the kinds of help Indian people can get from places like the BIA, PHS, and OEO?				61.
62.	Would you like to know more about how laws are made by country, state and tribe?				62.
63.	Would you like to know more about your rights to protection and justice?				63.
64.	Would you like to know more about crimes and the punishments for them?				64.
65.	Would you like to know more about jobs that you could have when you grow up?				65.

Item No.		Yes (1)	Undecided (Maybe) (2)	No (3)	Item No.
66.	Would you like to know more about the training and experience needed for jobs you would like?				66.

ABOUT YOURSELF

		Boy (1)	Girl (2)		
67.	Check one.				67.

		4 (1)	5 (2)	6 (3)	
68.	Check your grade.				68.

		Rough Rock (1)	Standing Rock (2)	St. Regis (3)	
69.	Your Community.				69.

		Yes (1)	No (2)	
70.	Do you speak your native language?			70.

THANK YOU FOR YOUR HELP.

APPENDIX B

LIBRARY-INFORMATION NEEDS QUESTIONNAIRE (Form S)

Library-Information Needs Questionnaire
(Form S)

Bureau of Field Studies and Surveys
300 Health Services Building
University of Minnesota
St. Paul, Minnesota 55101

Directions: Your tribe has an opportunity to obtain books and other library materials. Your help is needed to identify books and other materials that would be useful. Please indicate your personal response to the following questions. Mark your answer to each question by darkening the appropriate space on the separate answer sheet as shown in the example below:

E X A M P L E

Question:

Item No.	Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
0. How important do you consider information about safe driving?						0.

If you consider information about safe driving to be of very high importance you would mark the separate answer sheet as follows:

	1	2	3	4	5
0.					●

Use only a No. 2 lead pencil to mark your answer.

Be sure to record your answers after the correct number on the answer sheet.

On the second side of the answer sheet write the name of your school in the blank after the word "Instructor".

If you need help ask the person administering the questionnaire.

AMERICAN INDIAN CULTURE

How important do you feel that it is to have information available to you about the following topics?

Item No.		Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
1.	The traditional history of your tribe.						1.
2.	The traditional history of other tribes.						2.
3.	Noted American Indian leaders.						3.
4.	Your tribe's involvement with the Federal Government and the effect of Federal Indian policies, laws, and treaties.						4.
5.	Background of how and why Federal Indian policies were developed.						5.
6.	Printed materials about American Indians written by Indian authors.						6.
7.	Traditional customs of your tribe.						7.
8.	Traditional customs of other tribes.						8.
9.	Arts, crafts, music and dances of your tribe.						9.
10.	Arts, crafts, music and dances of other tribes.						10.

Item No.		Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
11.	Oral traditions, legends, and stories of your tribe.						11.
12.	Oral traditions, legends, and stories of other tribes.						12.
13.	Religions of your tribe.						13.
14.	Religions of other tribes.						14.
15.	Language and dialects of your tribe.						15.
16.	Language and dialects of other tribes.						16.
17.	The clans, families, and other groups of your tribe.						17.
18.	The clans, families, and other groups of other tribes.						18.

FAMILY LIFE

How important do you feel that it is to have information available to you about the following topics?

19.	The birth of children.						19.
20.	How to care for a baby.						20.

Item No.		Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
21.	How boys and girls become men and women.						21.
22.	Problems and concerns of teenagers.						22.
23.	Marriage - beginning a family.						23.
24.	Child-parent relations.						24.
25.	Relations with friends and family.						25.
26.	Problems of the aged.						26.
27.	Death in the family.						27.

INDIANS IN URBAN AREAS

How important do you feel that it is to have information available to you about the following topics?

28.	Characteristic of urban areas to which Indians move.						28.
29.	Why Indians move to urban areas.						29.
30.	Living conditions of Indians in urban areas.						30.
31.	Available housing.						31.

Item No.		Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
32.	Education and employment opportunities.						32.
33.	Interesting places to visit in urban areas.						33.
34.	Medical services.						34.
35.	Indian Centers and agencies which help Indians adjust to urban life.						35.

SERVICE AGENCIES

How important do you feel that it is to have information available to you about the following topics?

36.	Your tribe's Government and services.						36.
37.	The Bureau of Indian Affairs and its services.						37.
38.	Other Federal agencies and their programs which serve you and your community.						38.
39.	State and County service agencies.						39.
40.	Educational agencies and their services.						40
41.	Employment agencies and their services.						41.

Item No.		Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
42.	Welfare agencies and their services.						42.
43.	Legal agencies and their services.						43.
44.	Medical agencies and their services.						44.
45.	Agricultural agencies and their services.						45.
46.	Agencies which help Indians start their own businesses.						46.

LEGAL AND CIVIL RIGHTS

How important do you feel that it is to have information available to you about the following topics?

47.	Your tribe's constitution and by-laws.						47.
48.	The treaties of your tribe with the U.S. Government						48.
49.	The United States Constitution.						49.
50.	Your State's Constitution.						50.
51.	Federal, State and local laws affecting you and your tribe.						51.
52.	The legal rights of Indians.						52.

Item No.		Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
53.	Tribal, municipal, state and federal court systems.						53.
54.	Crimes and punishments for them.						54.

OCCUPATIONAL AND VOCATIONAL INFORMATION

How important do you feel that it is to have information available to you about the following topics?

55.	Descriptions of all existing jobs on this reservation and their entry requirements.						55.
56.	Current information about job availability on this reservation and entry requirements.						56.
57.	Availability of training opportunities to prepare one for employment.						57.
58.	Information about every employment opportunity in this state and the nation.						58.

CONSUMER INFORMATION

How important do you feel that it is to have information available to you about the following topics?

59.	Family budget planning.						59.

Item No.	Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
60. Mortgages.						60.
61. Credit - time payments - interest rates.						61.
62. Insurance.						62.
63. Contracts.						63.
64. Taxation.						64.
65. Banking.- savings and checking accounts.						65.

GENERAL EDUCATION

How important do you feel that it is to have information available to you about the following topics?

66. Mathematics.						66.
67. Science.						67.
68. English,language arts.						68.
69. History.						69.
70. Social studies.						70.

Item No.	Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
71. Business - Distributive.						71.
72. Health and physical education.						72.
73. Agriculture.						73.
74. Industrial arts.						74.
75. Home economics.						75.
76. Fine arts.						76.
77. Driver education.						77.
78. Indian studies.						78.

HEALTH AND SAFETY

How important do you feel that it is to have information available to you about the following topics?

79. Diet and nutrition.						79.
80. Sanitation.						80.
81. Effects of smoking, alcohol, and drugs.						81.

Item No.	Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
82. Venereal disease						82.
83. Eye and dental care.						83.
84. Communicable disease and health problems.						84.
85. Safety at home and first aid.						85.
86. Safety with fire, guns, water, and machines.						86.

RECREATION

How important do you feel that it is to have information available to you about the following topics?

87. Individual participation type activities.						87.
88. Spectator type activities.						88.
89. Family participation type activities.						89.

CONTEMPORARY EVENTS

How important do you feel that it is to have information available to you about the following topics?

90. New or current government Indian policies.						90.

Item No.	Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
91. International events and issues.						91.
92. Current business, market, and economic news.						92.
93. State and national news.						93.
94. Current sports or recreational activities.						94.
95. Local - personal - social events.						95.
96. Weather.						96.
97. National Indian events and issues.						97.

LIBRARY USE

	Very Little (1)	Little (2)	Some (3)	Much (4)	Very Much (5)	
98. To what extent do you feel that existing library services meet your need to know things?						98.
99. To what extent do the rules and regulations of the library, such as return dates, book fines, no smoking, the checkout procedures or no talking, prevent you from using the library?						99.

Item No.		Very Little (1)	Little (2)	Some (3)	Much (4)	Very Much (5)	Item No.
100.	To what extent does the lack of Indian-related material discourage you from using the library?						100.
101.	To what extent does the lack of other materials you have an interest in discourage you from using the library?						101.
102.	To what extent do the hours that the library is open discourage you from using it?						102.
103.	To what extent do transportation problems make it difficult for you to use existing library facilities?						103.

		There are none (1)	Once per Mo. (2)	Twice per Mo. (3)	3 times per Mo. (4)	5 times - Over (5)	
104.	How often do you have access to bookmobile services?						104.

		8 a.m. - 5 p.m. weekdays (1)	8 a.m. - 5 p.m. weekends (2)	5 p.m. - 10 p.m. weekdays (3)	5 p.m. - 10 p.m. weekends (4)		
105.	What library hours would be most convenient for your use?						105.

INFORMATION ACCESS

If you have the following items in your home, how often do you use it?

Item No.		Don't Have (1)	1-5 hours per week (2)	6-10 hours per week (3)	11-15 hours per week (4)	16 hours - over (5)	Item No.
106.	AM radio.						106.
107.	FM radio.						107.
108.	Record player.						108.
109.	Tape recorder.						109.
110.	Daily newspaper.						110.
111.	Magazines.						111.
112.	Tribal publications.						112.
113.	Books.						113.
114.	Television.						114.
115.	Weekly newspaper.						115.

PERSONAL INFORMATION

Check the appropriate boxes below that characterize you.

Item No.	Male (1)	Female (2)				Item No.
116. Sex.						116.

	12-13 (1)	14-15 (2)	16-17 (3)	18-19 (4)	20 - Over (5)	
117. Indicate your age group.						117.

	1 - 3 (1)	4 - 6 (2)	7 - 8 (3)	9 - 10 (4)	11 - 12 (5)	
118. Last grade completed (including GED).						118.

	Yes (1)	No (2)				
119. Do you presently have a job?						119.
120. Do you speak your native language?						120.
121. Do you read your native language?						121.
122. Do you write your native language?						122.

Item No.		Attend College (1)	Attend Vocational Technical School (2)	Military Service (3)	Go to Work (4)	Undecided (5)	Item No.
123.	What are your vocational plans for the future?						123.

		On the Reservation (1)	Off the Reservation (2)	Item No.
124.	Where would you like to work?			124.

		Yes (1)	No (2)	Item No.
125.	Have you ever lived off the reservation?			125.

THANK YOU FOR YOUR HELP.

APPENDIX C

ELEMENTARY TEACHER LIBRARY INFORMATIONAL NEEDS QUESTIONNAIRE

Elementary Teacher Library Informational Needs Questionnaire

Bureau of Field Studies and Surveys
300 Health Services Building
University of Minnesota
St. Paul, Minnesota 55101

Directions: Your help is needed to gather data concerning the type of library materials that would help Indian elementary pupils perform better in school. Please indicate your responses to the following questions on the separate answer sheet by darkening the appropriate space with a No. 2 lead pencil.

EXAMPLE

Question:

Item No.	Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
0. How important would you consider a set of encyclopedias for each classroom?						0.

If you consider having a set of encyclopedias in each classroom as being of very high importance, you would mark the separate answer sheet as follows:

	1	2	3	4	5
0.	=	=	=	=	●

Be sure to record your answers after the correct number on the answer sheet.

On the second side of the answer sheet write the name of your school in the blank after the word "Instructor".

If you need clarification of any item, ask the administrator of the questionnaire.

AMERICAN INDIAN CULTURE INFORMATION NEEDS

How would you rate the importance of meeting the following informational needs of Indian pupils in your school?

Item No.	Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
1. Noted Indian leaders past and present.						1.
2. History of American Indian tribes.						2.
3. Inter-tribal and intra-tribal relationships past present.						3.
4. Problems in Indian and non-Indian relations past and present - origins and outcomes.						4.
5. Tribal life under the U.S. Government.						5.
6. Tribal life under the tribal government.						6.
7. Arts and crafts of American Indian tribes.						7.
8. Indian medicine used by American Indian tribes.						8.
9. Legends and stories of American Indian tribes.						9.
10. Native religions of American Indian tribes.						10.

Item No.		Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
11.	Native dances of American Indian tribes.						11.
12.	Native music of American Indian tribes.						12.
13.	Native food dishes of American Indian tribes.						13.
14.	Native dress of American Indian tribes.						14.
15.	Ceremonies and customs of American Indian tribes.						15.
16.	Native languages of American Indian tribes.						16.
17.	Value systems of American Indian tribes.						17.

FAMILY LIFE

How would you rate the importance of meeting the following informational needs of Indian pupils in your school?

Item No.		Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
18.	Birth process.						18.
19.	Infancy and early childhood.						19.

Item No.		Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
20.	Pre-adolescence and adolescence of boys and girls.						20.
21.	Peer-group relations.						21.
22.	Child-parent relations.						22.
23.	Marriage and the process of establishing a home.						23.
24.	Problems of the aged and death.						24.

AMERICAN INDIANS IN URBAN SOCIETY

How would you rate the importance of meeting the following informational needs of Indian pupils in your school?

25.	The history of the Indian urban movements.						25.
26.	Cities that contain the greatest concentrations of American Indian people.						26.
27.	The quality of life for urban Indians.						27.
28.	Condition and availability of housing in urban areas.						28.
29.	Employment within an urban area.						29.

Item No.		Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
30.	Social agencies to assist Indian people in urban areas.						30.
31.	Educational opportunities.						31.
32.	Medical services.						32.
33.	Indian centers.						33.
34.	Government and political structures of cities.						34.

SERVICE AGENCIES.

How would you rate the importance of meeting the following informational needs of Indian pupils in your school?

35.	Tribal government and services.						35.
36.	The Bureau of Indian Affairs and its services.						36.
37.	Other federal agencies and their programs that serve the Indian community.						37.
38.	State and county service agencies.						38.

LEGAL AND CIVIL RIGHTS

How would you rate the importance of meeting the following informational needs of Indian pupils in your school?

Item No.		Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
39.	Tribal constitution and by-laws.						39.
40.	Tribal treaties with the U.S. Government.						40.
41.	The United States Constitution.						41.
42.	Your State's Constitution.						42.
43.	Federal, state, and local laws affecting the local tribe.						43.
44.	Legal rights of American Indians.						44.
45.	Access to legal counsel.						45.
46.	Tribal, municipal, state, and federal court systems.						46.
47.	Penalties for crimes and the penal system.						47.

OCCUPATIONAL AND VOCATIONAL INFORMATION

How would you rate the importance of meeting the following informational needs of Indian pupils in your school?

Item No.	Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
48. Descriptions of all existing jobs on this reservation.						48.
49. Availability of training opportunities scholarships and grants to prepare one for employment.						49.
50. Descriptions of existing jobs in this State and the nation.						50.

CONSUMER INFORMATION

How would you rate the importance of meeting the following informational needs of Indian pupils in your school?

51. Family and personal budget planning.						51.
52. Banking - savings and checking accounts.						52.
53. Consumer protection agencies such as the Better Business Bureau.						53.

ACADEMIC DISCIPLINE INFORMATIONAL NEEDS

Rate the importance of additional informational resources associated with school success in the following areas:

Item No.	Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
54. Reading.						54.
55. Mathematics.						55.
56. Social studies.						56.
57. Science.						57.
58. Native languages - American Indian.						58.
59. Fine arts - art, drama, music, dance.						59.
60. Physical education and sports.						60.
61. Guidance and counseling.						61.

PROFESSIONAL INFORMATIONAL NEEDS

How do you rate the importance of additional information in the following areas related to teaching?

62. Human relations activities.						62.

Item No.	Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
63. In-service training.						63.
64. Professional journals.						64.
65. Educational field trips.						65.
66. Professional organizations.						66.
67. Educational innovations.						67.

HEALTH AND SAFETY INFORMATION

Rate the following areas of health and safety information as to their importance for your pupils.

68. Individual grooming and appearance.						68.
69. Personal health and hygiene.						69.
70. Dental health.						70.
71. Eye care.						71.
72. Effects of alcohol, tobacco, and drugs.						72.
73. Communicable diseases.						73.

Item No.	Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
74. Venereal diseases.						74.
75. Sanitation.						75.
76. Mental health.						76.
77. Safety at home.						77.
78. Safety with fire, guns, water and machines.						78.
79. All agencies concerned with health and safety.						79.

RECREATIONAL INFORMATION

Rate the following information areas dealing with recreation in terms of their importance to your pupils.

80. Individual participation type activities.						80.
81. Spectator type activities.						81.
82. Family participation type activities.						82.

CONTEMPORARY EVENTS

Rate the following informational areas dealing with contemporary events in terms of their importance for your pupils.

Item No.	Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
83. New and current governmental Indian policies.						83.
84. International events and issues.						84.
85. State and national news.						85.
86. Current sport and recreational activities.						86.
87. Local, personal, and social events.						87.
88. Weather.						88.
89. National Indian events and issues.						89.

PERSONAL INFORMATION

Check the appropriate boxes below that characterize you.

	Male (1)	Female (2)				
90. Sex						90.

Item No.							Item No.
91. Indicate your age group.	Under 30 (1)	31 - 40 (2)	41 - 50 (3)	51 - 60 (4)	61 - Over (5)		91.
	2 Years (1)	B.A. (2)	B.A. + (3)	M.A. (4)	M.A. + (5)		
92. What is your highest degree?							92.
	Indian (1)	Non-Indian (2)					
93. Ethnic background.							93.
	Yes (1)	No (2)					
94. Do you speak the native Indian language of the school community?							94.
95. Do you read the native Indian language of the school community?							95.
96. Do you write the native Indian language of the school community?							95.
	0 - 5 (1)	6 - 10 (2)	11 - 15 (3)	16 - 20 (4)	21 - Over (5)		
97. Total years of teaching experience.							97.

Item No.		0 - 1 (1)	2 - 5 (2)	6 - 10 (3)	11 - 15 (4)	16 - Over (5)	Item No.
98.	How many years have you taught in schools serving Indian children?						98.

		0 (1)	1 (2)	2 (3)	3 (4)	4 or more (5)	
99.	How many college courses have you taken which deal primarily with American Indians?						99.
100.	How many college courses have you taken which deal primarily with American Indians that were taught by Indian instructors?						100.

THANK YOU FOR YOUR HELP.

APPENDIX D

SECONDARY TEACHER LIBRARY INFORMATIONAL NEEDS QUESTIONNAIRE

Secondary Teacher-Library Informational Needs Questionnaire

Bureau of Field Studies and Surveys
300 Health Services Building
University of Minnesota
St. Paul, Minnesota 55101

Directions: Your help is needed to gather data concerning the type of library materials that would help Indian secondary students perform better in school. Please indicate your responses to the following questions on the separate answer sheet by darkening the appropriate space with a No. 2 lead pencil.

EXAMPLE

Question:

Item No.	Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
0. How important would you consider a set of encyclopedias for each English classroom?						0.

If you consider having a set of encyclopedias in each English classroom as being of very high importance, you would mark the separate answer sheet as follows:

	1	2	3	4	5
0.					■

Be sure to record your answers after the correct number on the answer sheet.

On the second side of the answer sheet write the name of your school in the blank after the word "Instructor".

If you need clarification on any item, ask the administrator of the questionnaire.

AMERICAN INDIAN CULTURE INFORMATION NEEDS

How would you rate the importance of meeting the following informational needs of Indian students in your school?

Item No.	Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No
1. Noted Indian leaders past and present.						1.
2. History of American Indian tribes.						2.
3. Inter-tribal and intra-tribal relationships past present.						3.
4. Problems in Indian and non-Indian relations past and present - origins and outcomes.						4.
5. Tribal life under the U.S. Government.						5.
6. Tribal life under tribal government.						6.
7. Arts and crafts of American Indian tribes.						7.
8. Indian medicine used by American Indian tribes.						8.
9. Legends and stories of American Indian tribes.						9.
10. Native religions of American Indian tribes.						10

Item No.	Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
11. Native dances of American Indian tribes.						11.
12. Native music of American Indian tribes.						12.
13. Native food dishes of American Indian tribes.						13.
14. Native dress of American Indian tribes.						14.
15. Ceremonies and customs of American Indian tribes.						15.
16. Native languages of American Indian tribes.						16.
17. Value systems of American Indian tribes.						17.

FAMILY LIFE

How would you rate the importance of meeting the following informational needs of Indian students in your school?

18. Family planning - birth control.						18.
19. Birth process.						19.
20. Infancy and early childhood						20.

Item No.		Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
21.	Pre-adolescence and adolescence of boys and girls.						21.
22.	Peer-group relations.						22.
23.	Child-parent relations.						23.
24.	Marriage and the process of establishing a home.						24.
25.	Middle age adjustment.						25.
26.	Problems of the aged and death.						26.

AMERICAN INDIANS IN URBAN SOCIETY

How would you rate the importance of meeting the following informational needs of Indian students in your school?

27.	The history of the Indian urban movement.						27.
28.	Cities that contain the greatest concentration of American Indian people.						28.
29.	The quality of life for urban Indians.						29.
30.	Condition and availability of housing in urban areas.						30.

Item No.	Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
31. Employment within an urban area.						31.
32. Social agencies to assist Indian people in urban areas.						32.
33. Educational opportunities.						33.
34. Medical services.						34.
35. Indian centers.						35.
36. Government and political structure of cities.						36.

SERVICE AGENCIES

How would you rate the importance of meeting the following informational needs of Indian students in your school?

37. Tribal government and its services.						37.
38. The Bureau of Indian Affairs and its services.						38.
39. Other Federal agencies and their programs that serve the Indian community.						39.
40. State and county service agencies.						40.

LEGAL AND CIVIL RIGHTS

How would you rate the importance of meeting the following informational needs of Indian students in your school?

Item No.	Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
41. Tribal constitution and by-laws.						41.
42. Tribal treaties with the U.S. Government.						42.
43. The United States Constitution.						43.
44. Your State's Constitution.						44.
45. Federal, state, and local laws affecting the local tribe.						45.
46. Legal rights of American Indians under the law.						46.
47. Access to legal counsel.						47.
48. Tribal, municipal, state and federal court systems.						48.
49. Penalties for crimes and the penal system.						49.

OCCUPATIONAL AND VOCATIONAL INFORMATION

How would you rate the importance of meeting the following informational needs of Indian students in your school?

Item No.		Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
50.	Descriptions of all existing jobs on this reservation and their entry requirements.						50.
51.	Current information about job availability on this reservation and entry requirements.						51.
52.	Availability of training opportunities to prepare one for employment.						52.
53.	Information about every employment opportunity in this state and the nation.						53.
54.	Scholarships and grants available for advanced training.						54.

CONSUMER INFORMATION

How would you rate the importance of meeting the following informational needs of Indian students in your school?

55.	Mortgages						55.
56.	Credit, time payments, and interest rates.						56.

Item No.	Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
57. Insurance.						57.
58. Collateral and co-signing.						58.
59. Investments.						59.
60. Family and personal budget planning.						60.
61. The different kinds of taxation presently used.						61.
62. Banking -savings, and checking accounts.						62.
63. Contracts.						63.
64. Consumer protection agencies such as the Better Business Bureau.						64.

ACADEMIC DISCIPLINE INFORMATIONAL NEEDS

Rate the importance of additional informational resources associated with school success in the following areas:

65. Literature - classical and contemporary.						65.
66. Social Sciences - history, geography, sociology, anthropology, psychology.						66.

Item No.	Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
67. Science - natural and physical.						67.
68. Mathematics.						68.
69. Foreign languages.						69.
70. Native languages - American Indian.						70.
71. Fine arts - art, drama, music, dance.						71.
72. Home economics.						72.
73. Industrial education.						73.
74. Business education.						74.
75. Physical education.						75.
76. Driver education.						76.
77. Guidance and counseling.						77.

PROFESSIONAL INFORMATIONAL NEEDS

How do you rate the importance of additional information in the following areas related to teaching?

Item No.		Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
78.	Human relations activities.						78.
79.	In-service training.						79.
80.	Professional journals.						80.
81.	Educational field trips.						81.
82.	Professional organizations.						82.
83.	Educational innovation.						83.

HEALTH AND SAFETY INFORMATION

Rate the following areas of health and safety information as to their importance for your students.

84.	Individual grooming and appearance.						84.
85.	Personal health and hygiene.						85.
86.	Dental health.						86.
87.	Eye care.						87.
88.	Effects of alcohol, tobacco and drugs.						88.

Item No.	Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No
89. Communicable diseases.						89
90. Venereal diseases.						90
91. Sanitation.						91
92. Mental health.						92
93. Safety at home.						93
94. Safety with fire, guns, water and machines.						94
95. All agencies concerned with health and safety.						95

RECREATIONAL INFORMATION

Rate the following information areas dealing with recreation in terms of their importance to for students.

96. Individual participation type activities.						96.
97. Spectator type activities.						97.
98. Family participation type activities.						98.

CONTEMPORARY EVENTS

Rate the following information areas dealing with contemporary events in terms of their importance for your students.

Item No.		Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
99.	New and current governmental Indian policies.						99.
100.	International events and issues.						100.
101.	Current business, market and economic news.						101.
102.	State and national news.						102.
103.	Current sport and recreational activities.						103.
104.	Local, personal, and social events.						104.
105.	Weather.						105.
106.	National Indian events and issues.						106.

PERSONAL INFORMATION

Check the appropriate boxes below that characterize you.

		Male (1)	Female (2)				
107.	Sex.						107.

Item No.							Item No.
108. Indicate your age group.	Under 30 (1)	31 - 40 (2)	41 - 50 (3)	51 - 60 (4)	61 - Over (5)		108.
109. What is your highest degree held.	2 Years (1)	B.A. (2)	B.A. + (3)	M.A. (4)	M.A. + (5)		109.
110. Ethnic background.	Indian (1)	Non-Indian (2)					110.
111. Do you speak the native Indian language of the school community?	Yes (1)	No (2)					111.
112. Do you read the native Indian language of the school community?							112.
113. Do you write the native Indian language of the school community?							113.
114. Total years of teaching experience.	0 - 5 (1)	6 - 10 (2)	11 - 15 (3)	16 - 20 (4)	21 - over (5)		114.

Item No.		0 - 1 (1)	2 - 5 (2)	6 - 10 (3)	11 - 15 (4)	16 - Over (5)	Item No.
115.	How many years have you taught in schools serving Indian children?						115.

		0 (1)	1 (2)	2 (3)	3 (4)	4 or More (5)	
116.	How many college courses have you taken which deal primarily with American Indians?						116.
117.	How many college courses have you taken which deal primarily with American Indians that were taught by Indian instructors?						117.

THANK YOU FOR YOUR HELP.

APPENDIX E

ADULT INFORMATION NEEDS INTERVIEW SCHEDULE
(English and Navajo)

Adult Information Needs Interview Schedule
Bureau of Field Studies & Surveys
300 Health Services Building
University of Minnesota
St. Paul, Minnesota 55101

AMERICAN INDIAN CULTURE INFORMATION NEEDS

How would you rate the importance of having access to the following information about American Indian Culture for yourself and this Community?

Item No.	Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
1. Noted leaders of American Indians, past and present.						1.
2. Origin of your tribe.						2.
3. The different geographical areas your tribe has lived.						3.
4. Tribes that were considered to be friends or enemies of your tribe.						4.
5. Problems that developed between American Indians and non-Indians and the reasons.						5.
6. Your tribe's history under the control of the United States Government.						6.
7. Your tribe's history under the control of the Tribal Government.						7.
8. The arts and crafts of American Indian tribes, including your tribe.						8.
9. The types of native medicines used by American Indian tribes, including your tribe.						9.
10. Legends and stories of American Indian tribes, including your tribe.						10.
11. The philosophies of religions among American Indian tribes, including your tribe.						11.

Item No.		Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
12.	Descriptions of the native dances of American Indian tribes, including your tribe.						12.
13.	The native music of American Indian tribes, including your tribe.						13.
14.	Nature foods of American Indian tribes, including your own.						14.
15.	Types of dress among American Indian tribes, including your own.						15.
16.	Important tribal events and customs followed in their celebration, for your tribe and other American Indian tribes.						16.
17.	Social and honorary groups of American Indian tribes, including your tribe.						17.
18.	Languages of American Indian tribes, including your tribe.						18.

FAMILY LIFE INFORMATION NEEDS

How would you rate the following areas of family life information as to their importance to you or to this community?

19.	Information about family planning.						19.
20.	Information about the birth process.						20.
21.	Information concerning infancy.						21.
22.	Early childhood information.						22.
23.	Information about pre-adolescence periods of boys and girls.						23.

Item No.		Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
24.	Information concerning puberty.						24.
25.	Information about the adolescent period of boys and girls.						25.
26.	Information dealing with peer-group relations.						26.
27.	Information concerned with child-parent relations.						27.
28.	Marriage and the process of establishing a home.						28.
29.	Middle age adjustments and its effects.						29.
30.	Information concerning aging and death.						30.

AMERICAN INDIAN IN URBAN SOCIETY INFORMATION

How important do you feel the following items about urban society would be to you or to this community?

31.	The history of the Indian urban movement.						31.
32.	Cities that contain the greatest concentrations of American Indian people.						32.
33.	The quality of life that urban Indians live.						33.
34.	Information about housing availability and conditions in urban areas.						34.
35.	Information about employment in urban areas.						35.
36.	Social agencies designed to assist Indian people in urban areas.						36.
37.	Information about urban educational opportunities that can improve the quality of living conditions.						37.

Item No.		Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
38.	Information concerning how and where medical help can be obtained in urban areas.						38.
39.	Locations of and services available from American Indian centers and interest groups.						39.
40.	Governmental and political structures of cities.						40.
	SERVICE AGENCY INFORMATION						
	How important would the following information areas about service agencies be to you or this community?						
41.	Public Health Service (PHS) and their agencies that provide services to Indians.						41.
42.	The Bureau of Indian Affairs (BIA) and the different agencies operating within it.						42.
43.	The Office of Economic Opportunity (OEO) and its services to Indian people.						43.
44.	Housing and Urban Development (HUD) and its agencies that provide help to Indians.						44.
45.	Small Business Administration (SBA) and its efforts to aid Indian-owned businesses.						45.
46.	The Department of Health Education and Welfare (HEW) and its agencies that directly affect Indian people.						46.
47.	The Department of Labor and its services available to Indian people.						47.
48.	The Department of Interior and how agencies operating within it affect Indian people.						48.

Item No.		Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
49.	The Department of Agriculture's services to Indian people.						49.
50.	State and local agencies that provide services to members of your tribe.						50.
51.	Your tribal agencies and the services they render to you and your tribe.						51.
	LEGAL AND CIVIL RIGHTS INFORMATIONAL NEEDS						
	How important would it be to you and this community to have access to the legal and civil rights topics listed below?						
52.	Information about the United States Constitution.						52.
53.	Information about the State Constitution .						53.
54.	Information about your tribe's Constitution.						54.
55.	Laws dealing with City and County jurisdiction.						55.
56.	Treaties made by your tribe with the United States Government.						56.
57.	The legal rights of Indians under the Civil Rights Act of 1965.						57.
58.	Information about bills passed by Congress that affect Indians.						58.
59.	Information about the Code of Federal Regulations, Title 25.						59.
60.	Information about access to legal counsel, legal proceedings, and what the costs might be.						60.

Item No.		Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
61.	Categories of the different types of crimes and the penalties that can be imposed for them.						61.
62.	Information about the organization of courts and their functions.						62.
63.	The legality of land claims as they relate to your tribe.						63.
64.	Information that explains equal employment opportunities of individuals.						64.

OCCUPATIONAL AND VOCATIONAL INFORMATION

Indicate the degree of importance the following types of occupational and vocational information would have on your life or to this community if access to them were possible.

65.	Descriptions of all existing jobs on this reservation and their entry requirements.						65.
66.	Current information about job availability on this reservation and entry requirements.						66.
67.	Availability of training opportunities to prepare one for employment.						67.
68.	Information about every employment opportunity in this state and the nation.						68.

CONSUMER INFORMATIONAL NEEDS

Which of the following consumer informational areas would be beneficial to have access to for you and this community?

69.	Current prices of consumer goods, and what they mean.						69.

Item No.		Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
70.	Information about how mortgages are made and what is involved.						70.
71.	Information about the way interest rates are figured.						71.
72.	Information about the kinds of insurance protection that can be purchased.						72.
73.	The Better Business Bureau and how it can protect the consumer.						73.
74.	Information about credit and time payments.						74.
75.	What collateral means, and how it can be used.						75.
76.	Co-signing loans and what they mean to the consumer.						76.
77.	Preparing family budgets.						77.
78.	Information concerning the investment of money.						78.
79.	Information on the different kinds of taxation presently used.						79.

GENERAL EDUCATION INFORMATIONAL NEEDS

Rate the following informational areas of general education as to their importance to you and this community.

80.	Home economics.						80.
81.	Driver education.						81.
82.	Industrial arts.						82.
83.	Business education.						83.

Item No.	Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
84. Mathematics.						84.
85. Natural sciences.						85.
86. Social sciences.						86.
87. Language arts.						87.
88. Physical education.						88.
89. Foreign language.						89.
90. Music.						90.
91. Art.						91.
92. Drama.						92.
93. Speech.						93.
94. Dance.						94.
95. Guidance and counseling services.						95.
96. Education field trips.						96.
97. Inservice training.						97.
98. Tutorial services.						98.
99. Indian Studies programs.						99.
100. Audio-visual.						100.
101. Sociology.						101.

HEALTH AND SAFETY INFORMATION

Rate the following areas of health and safety information as to their importance to you and your community.

Item No.		Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
102.	Information on individual grooming and appearance.						102
103.	Information on proper diet and nutrition.						103
104.	Sanitation information.						104
105.	Effects of alcohol on the human body.						105
106.	Drug and narcotics information.						106
107.	Information concerning communicable diseases, symptoms and possible effects.						107
108.	Venereal disease information.						108
109.	Information in the area of mental health.						109
110.	First aid information.						110
111.	Information concerning home safety.						111
112.	Information on eye care.						112
113.	Information on dental care.						113
114.	Information about gun, water, fire and machine safety.						114
115.	Information about the different agencies that are concerned with health and safety information.						115

RECREATIONAL INFORMATION NEEDS

Rate the following information areas dealing with recreation in terms of the importance they would be to you and this community.

Item No.		Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
116.	Individual participation type activities.						116.
117.	Spectator type activities.						117.
118.	Family participation type activities.						118.

CONTEMPORARY EVENTS

How important is information about contemporary events to you and this community?

119.	Information concerning new or current government Indian policies.						119.
120.	Information about current military developments in the world.						120.
121.	Information that concerns current business, market, and economic news.						121.
122.	Information about government policies that directly affect you as an individual.						122.
123.	Current sports or recreational activities.						123.
124.	Information about local - personal - social events.						124.
125.	Weather.						125.
126.	Current research studies that have some aspect of Indian life as the subject.						126.

Item No.		Very Low Importance (1)	Low Importance (2)	Medium Importance (3)	High Importance (4)	Very High Importance (5)	Item No.
127.	Information about current Indian controlled organizations and their objectives.						127.

INFORMATION ACCESS AND UTILIZATION

If you have the following media in your home, how often do you use them?

		Don't Have (1)	1-5 hours per week (2)	6-10 hours per week (3)	11-15 hours per week (4)	16 hours - over (5)	
128.	AM radio.						128.
129.	FM radio.						129.
130.	Record player.						130.
131.	Tape recorder.						131.
132.	Daily newspaper.						132.
133.	Magazines.						133.
134.	Tribal publications.						134.
135.	Books.						135.
136.	Television.						136.
137.	Weekly newspaper.						137.

INFORMATION ACCESS AND UTILIZATION

If you have the following media in a tribal or community center, how often do you use them?

Item No.		Don't Have (1)	1-5 hours per week (2)	6-10 hours per week (3)	11-15 hours per week (4)	16 hours - over (5)	Item No.
138.	AM radio.						138.
139.	FM radio.						139.
140.	Record player.						140.
141.	Tape recorder.						141.
142.	Daily newspaper.						142.
143.	Magazines.						143.
144.	Tribal publications.						144.
145.	Books.						145.
146.	Television.						146.
147.	Weekly newspaper.						147.

		Very Little (1)	Little (2)	Some (3)	Much (4)	Very Much (5)	
148.	To what extent do you feel the existing library services meet your need to know things?						148.

Item No.		Very Little (1)	Little (2)	Some (3)	Much (4)	Very Much (5)	Item No.
149.	To what extent do the rules and regulations of the library, such as return dates, book fines, no smoking, the checkout procedures or no talking, prevent you from using the library?						149.
150.	To what extent does the lack of Indian-related material discourage you from using the library?						150.
151.	To what extent does the lack of other materials you have an interest in discourage you from using the library?						151.
152.	To what extent do the hours that the library is open discourage you from using it?						152.
153.	To what extent do transportation problems make it difficult for you to use existing library facilities?						153.
154.	To what extent does distance cause you difficulty in using existing library facilities?						154.

		There are none (1)	Once per Mo. (2)	Twice per Mo. (3)	3 times per Mo. (4)	4 times or more (5)	
155.	How often do you have access to bookmobile services?						155.

		0 - 1 Mile (1)	2 - 3 Miles (2)	4 - 5 Miles (3)	6 - 10 Miles (4)	11 or More (5)	
156.	How far is the nearest library from your home?						156.

		8 a.m.- 5 p.m. weekdays (1)	8 a.m. - 5 p.m. weekends (2)	5 p.m.- 10 p.m. weekdays (3)	5 p.m. - 10 p.m. weekends (4)		
157.	What library hours would be most convenient for your use?						157.

PERSONAL INFORMATION

Check the appropriate boxes below that characterize you.

Item No.							Item No.
158.	Sex	Male (1)	Female (2)				158.
		15 - 20 (1)	21 - 30 (2)	31 - 40 (3)	41 - 60 (4)	60-Over (5)	
159.	Indicate your age group						159.
		1 - 3 (1)	4 - 6 (2)	7 - 8 (3)	9 - 10 (4)	11 - 12 (5)	
160.	What is your highest grade level completed in school?						160.
		None (1)	1 Year (2)	2 Years (3)	3 Years (4)	More than 3 Years (5)	
161.	What, if any post high school education have you completed?						161.
		None (1)	Some (2)	Completed GED (3)			
162.	To what extent have you completed courses in Adult Education?						162.
		Yes (1)	No (2)				
163.	Do you speak your native language?						163.
164.	Do you read your native language?						164.
165.	Do you write your native language?						165.
166.	Do you speak English?						166.

Item No.		Yes (1)	No (2)				Item No.
167.	Do you read English?						167.
168.	Do you write English?						168.

		Self-Employed (1)	Government Job (2)	Tribal Job (3)	Commercial or Industrial Employee (4)	Unemployed (5)	
169.	Which general employment description best fits your present work?						169.

		Clerical (1)	Domestic (2)	Professional (3)	Laborer (4)	Other (5)	
170.	Check the box that best classifies your present or most recent job.						170.

Adult Information ... ds Interview Schedule
Bureau of Field Studies & Surveys
300 Health Services Building
University of Minnesota
St. Paul, Minnesota 55101

Bitsį' yishtłizhii bee iina' baa hane' bika' chohoo'į́

T'aa nísínízįníigi doó' bił ké'ehó'tʼįįnii hait'éego bitsi' yishtłizhii be'iina' baa hane'íigíí' bee nihich'į' anahoot'i' ?

Item No.		(1)	(2)	(3)	(4)	(5)
1.	Ałk'idáá^ dóo' dííshjįįdi bitsį'yishtłizhii agha' dahedeez įįnii naat'ą́anii nidaadleełii.					
2.	Naabeehó hazlį́į' gi baa hane'.					
3.	Ałk'idą́ą́' Naabeehó ta'dadíínáagi baa hane'.					
4.	Ałk'idą́ą^ dahane'íggíí' bik'ehgo ana'ída' bił ana da'ahishiilchį' dóó ła' e'í' bił ahi'dadíné'elnáago baa hane.					
5.	Ałk'idą́ą^ hane'go ana'i' bilagaánaa á'daat'éii bił ana da'-ahishiilchį' dóo' biniinaa á'dahóótįįd.					
6.	Hwéédegóo' nida'aznáné'e doó' dííjįįni' baa hane'.					
7.	Dine' biitse' silaíí t'áa' bi' yiyoołwołi'g i'i' baa hane'.					
8.	Bitsį' yishtłizhii bi'a'al' į' bi'o^ ool'įį́ł baa hane', naabeehó t'áá' bóóltą'go.					
9.	Bitsį' yishtłizhii be'ezee' choo'įįgi, Naabeehó' t'aa boolta'go.					
10.	Bitsį' yishtłizhii ałk'idą́ą́^ badahane', Naabeehó' t'áá' bóóltą'go.					
11.	Bitsį' yishtłizhii binahagha' dóó Naabeehó' t'áá' bóóltą'go.					
12.	Bitsį' yishtłizhii ba'alíí bee azhish baa hane' dóó Naabeehó' bóóltą'go.					

Footnotes:
1. Doo daats'i' bee nihich'į' anahóót'i'da?
2. T'áá' daags' íałts' ís ígo nihich'į' anahóót'i'?
3. T'áá' daats'i' bita'ígi át' éego?
4. T'áá' daats' íałts'ísi'?
5. Ye'ego daats'i' bee nihich'į' anahóót'i'?

		(1)	(2)	(3)	(4)	(5)
13.	Bitsį' yishtłizhii dabighiin baa hane' doó' Naabeeho' t'áá' bóóltą'go.					
14.	Bitsį' yishtłizhii bich'iyą' ałtaas'éí' baa dóó' Naabeeho' t'áá' bóóltą'go.					
15.	Bitsį' yishtłizhii bi'éé' yee hadadít'éii baa hane', Naabeeho' t'áá' bóóltą'go.					
16.	Shíigo eí' na'ahóóhai dóó' nidáá' baninída'aldah. Haigo eí' nida' aki dóó' idazhniidáá'h.					
17.	Bitsį' yishtłizhii yee da'ahotą'go dahdeiyineehgoó'aádoó' iinda ła' alaadadeeziigb yee da'ahótą'. Diné' niidliinigii' íiníilta'.					
18.	Bitsį' yishtlizhii bizaad doó' Naabeeho' bizaad.					

Ta' hooghan haz'áągi iiná' baa hane'igíí' bíká' chohoo'į'

Bił kéehót'iinii dóó' t'áá' ni kwe'e' anáhoot'i'igii' hait'éego baa nitsidaakees?

19.	T'áaltá'i' hooghan dóó' iiná' binahat'á' baa hane'.					
20.	Oochíił haz'áągi bee hoł nidahane'.					
21.	Ootsáągi baa hane'.					
22.	Awéé' nilzéégi baa hane'.					
23.	Ałchíní' yazhí' nigheegi baa hane'.					
24.	Kinaaldá' baa hane'.					
25.	Tsiłkéí' doó' ch'ikéí' nooséełgi baa hane'.					
26.	Yił daneeyáníigíí' baa hane'.					

Footnotes:
1. Doo daats'ibee nihich'į' anaho'ót' i'da?
2. T'áá' daags' ílałts' ísígonihich'į' anahóót'i'?
3. T'áá' daats'í' bita'igi at' éégo?
4. T'áá' daats' i'ałts'ísi?
5. Yéego daats'í' bee nihich'į' anahóót'i?

27.

Anilzéegi baa hane'.

28.

Iigeh dóó náásgóó hooghan hodooleełgi banitsahákees.

29.

30.

Sá ooghá'á doó' anine' baa hane'.

Bitsį' yishtłizhii kin dahnaazhjaa'di

Kéé dahat'įńígíí' dóó t'áá ni hait'éego bitsį' yishtłizhii kintahdi keédahat'įńígíí' baahane' baa nitsí'daakees?

31. Bitsį' yishtłizhii kin taa'ada' ya'akoniizį' igíí' baa hane'.
32. Ts'idá' atisgo bitsį' yishtłizhii kintahgi keéhat'įńígíí'baa hane'.
33. Bitsį' yishtłizhii hait'éego kintahgi dahiinaníigíí' baa hane'.
34. Haadaat'éégoó' hooghan ba' idahóneédzą.
35. Kintahgi naanish ba' haz'ą́ągi baa hane'.
36. Bitsį' yishtłizhii bika' anida'alwo' bił dah nahaz'ą́ą́'goó' kintahdi.
37. Kintahgi ĥoo'aah ba' nahaz'ą́ą́góo' baa hane'.
38. Kintahgi azee' adaal'įńígíí' bił dah nahaz'ą́ą́góó baa hane'.
39. Bitsį' yishtłizhii kintahdi kéédahat'įńigíí' bika' at'oolwołdęę' baa hane'.
40. Kin dah naazhjaa'goo binanit'a'i bił nahaz'a at'eegoo dooałnaa'aldeehgoo baadahwiinit'i baa hane'.

Footnotes:

1. Doo daats'ibee nihich'į' anahóót'i'da?
2. T'áá daags' iáłts' iś i'go nihich'į' ana'hoót'i'?
3. T'áá daats'i bita'igí at' éégo?
4. T'áá'daats' i'ałts' iśi'?
5. Yeego daats'i'bee nihich'į' anaho'ot'i'?

		(1)	(2)	(3)	(5)
	Hadahwiisdzodęę́ aká'anída'alwo' baahane'				
	Bił keehǫ́ ɬį́nn doó t'aá ni hait'eégo eí aká'anída'alwo' baahane'igíí baanitsídaakees?				
41.	Ats'íís ba'ahóyą́ bił haz'áájí doó bitsi' yishtłizhii yił nidaalnishgǫ́ doó yíká anídaajahgǫ́ baa hane'.				
42.	Waáshindoondęę́ bitsį' yishtłizhii bina'anishgǫ́ baa hane'.				
43.	Diné bee iiná nahiilnaahdęę́ bił haz'ą́ądęę́ bitsį' yishtłizhii bina'anishígíí baa hane'.				
44.	Kin dah naazhjaa'gǫ́ hooghan nidaa'nil bił haz'aadee' bitsį' yishtłizhii bee bíká anída'alwo' baa hane'.				
45.	Bitsį' yishtłizhii naalghehé ba hooghan ádaałts' iísígǫ́ binighé béesoo bada'iiníił t'áá bi deiyéełgheedgo baa hane'.				
46.	Waáshindoondęę́ ats'íís, ółta' doó aa'ahóya bił haz'ą́ądęę́ bitsį' yishtłizhii bina' anish naat'i'jí baa hane'.				
47.	Waáshindoondi naanish nabik'í yati' bił haz'áádéé, hait'éego bitsį' yishtłizhii yíká anájahgǫ́ baa hane'.				
48.	Waáshindoondęę́ kéyah binanit'a'í bił haz'áá doó bitsį' yishtłizhii bee bi'oonish át' eé'gǫ́ baa hane'.				
49.	Waáshindoon doó nanise' yinanit'a'í bił haz'ą́ą́ doó bitsį' yishtłizhii bíká i'doolwołgo baa hane'.				
50.	Hótsaago hadahwiisdzodęę́ doó naat'ą́ąniishchíín bił hadahwiisdzodęę́ nihíká anahólwo'.				
51.	Be'é'sh bąąh dahsi'ąni dahikahdęę́ nihíká anídaajah.				
	Waáshindoon bi bee haz'ą́ąnii doó bee hoot'ałígíí baahane' bíká chohoo'í				
	Bił Kéehót'į́įnii doó ni díí Waáshindoon bi bee haz'aánii ałkeé daasdzohígíí hait'éego baa nitsídaakees?				
52.	Waáshindoondęę́ saad bítse' silaí baa hane'.				

Footnotes:
1. Doo daats'i bee nihich'į' anahóót'i'da?
2. T'áá daags' iáłts' ís ígo nihich'į' ana' hóót'i'?
3. T'áá daats'i bita' i'gi át' eégo?
4. T'áá daats' íałts' ísí?

		(1)	(2)	(3)		(5)
53.	Hoisaa hadahwiisdzodęę' saad bítse' silaí' baa hane'.					
54.	Bitsį' yishtłizhiidęę' saad bítse' silaí' baa hane'.					
55.	Kin dah naazhjaa'dęę' dóó' a'łts' ísígo hadahwiisdzodęę' bi bee haz'ą́ąnii baa hane'.					
56.	Naabeeho' dóó' Wáashindoon naaltsoos yee ałgha' deet'ą́nígií' baa hane'.					
57.	Wáashindoon bi bee haz'ą́ąnii biyaa dóó' bitsį' yishtłizhii bee ba' nahaz'ą́ąnii baa hane'.					
58.	Wáashindoondi dah nídinoobį́łígíí bee haz'ą́ąnii yee la' nida'iiłeegóó' baa hane'. Hait'eego bee nida 'anish?					
59.	Wáashindoondęę' bitsį' yishtłizhii bo'oonishjí' bi bee haz'ą́ąnii baa hane', nalltsoos naadiin ashdla' bee wójíhígíí'.					
60.	Agha' diit'aahii nihika' adoolwołgóó' baa hane' dóó' aahwiinít'ííji' binida'anishgóó dóó' ba'hili' ádaat'éégóó' baa hane'.					
61.	Dikwíígooshį́į́ ał'ąą af'eego Dine' ádąąh dah dahwiyoołiaał bee baa dahwiinił'į' dóó' ba' nidahwiit'aahgo baa hane'.					
62.	Aahwiinił'į' dikwííshį́į́ ał'ąą át'eego bee da'áníshígíí' baa hane'.					
63.	Nihiéyah binahjį' wołą'ígíí' baa hane'.					
64.	Aheełt'eego naanish t'áá' a'łtsoh bich'į' ąą' át'ehígíí' baa hane'.					

Naanish dóó naanish bo'hoo'aah haz'ą́ągi baa hane'.

T'áá' kwe'e' naanish dóó naanish bo'hoo'aahgo haaníltsogo eí' nihika' adoolwoł.

65.	Naabeeho' binahásdzo bighi' naanish daholǫ́ǫ́góó' dóó' bee bo'honee'ą́nígíí' baa hane'.					
66.	Dine' bikéyah bikáa'gi naanish daholǫ́nígíí' dóó' yíneel'ą́nígíí' baa hane'.					

Footnotes:
1. Doo ddats'íbee nihich'į' ana'óót'ída?
2. T'áá' daags' íá'łts' ís ígo nihich'į' ana'o'ót'i'?
3. T'áá' daats'í' bita'ígi af' éégo?
4. T'áá' daats' iáłts'ísi?
5. Ye'ego daats'í' bee nihich'į' ana'o'ót'i'?

	(1)	(2)	(3)	(4)	(5)
67. ...aah...sh bohoo'aahgóó doo naanish shíídoot'eełgo binighé ajoołta' baa hane'.					
68. Hótsaa hadahwiisdzo dóó wáshindoon bikéyah t'áá nahwiis'áán nit'éę naanish shideidoot'eełgóó baa hane'.					
Na'iiniih naalkaah bił haz'ą́ągi baa hane' bíká chohoo'ı́.					
Díí na'iini' naaghaági haídiiłgíí yeego nihika' adoolwoł?					
69. Ha'át'íí eí biniinaa diiłshjı́ı́di naalghehé bąąhílı́nígíí ałtah ánáá'niiłgi baa hane'.					
70. Kéyah dóó hooghan ąąh nidaha'nílıígíí baa hane'.					
71. Ínááłtą' dóó nidaadzogóó baa hane'.					
72. Díkwiiłshı́ı́ ał'ąą át'éego béesoo ách'ą́ąh naa'nilígíí nahidoonihgo baa hane'.					
73. Naalghehé nahaa'nil yee da'ahóta'ígíí, áádóó yił ahaa na'iilniihígíí yk'i déez'ı́ı́ baa hane'.					
74. Ąąh hadaajil dóó nina'iilghéé́ji baa hane.					
75. Ąąh ni'iilghé dóó hait'éego choo'ǫ́ baa hane'.					
76. Beésoo a'á'nilgo naaki jidilt'éego hódéet'i' dooyígíí baa hane'.					
77. T'ááła'í hooghan dóó béesoo nahaa'nilgi baa hane'.					
78. Béesoo hasht'e naha'nílgi baa hane'.					
79. Biihidi'níłti díkwiiłshı́ı́ ał'ąą át'éego baa han.					
Oołta' haz'ą́ągi bíká chohoo'ı́nígíí baa hane'.					
Díí díkwiígoshíí baa'oołta' haz'ą́nígíí haídiiłshı́ı́ yéego bíka chohoo'ı́.					

Footnotes:
1. Doo daats'íbee nihich'ı́' anahóót'i'da?
2. T'áá daags' iáłts' i's igo nishch'ı́' aná hóół'i'?
3. T'áá daats'i bita'ígi át' eégo?
4. T'áá daats' íałts'ísi?

80. Ch'iyáán aɬ'įįji' dóó' na'akad bohoo'aah.

81. Na'abaas bohoo'aah.

82. Ił bee na'anish doó' idilghįįhji' bohoo'aah.

83. Naaltsoos aɬ'įįji' bohoo'aah.

84. Ahínaîidzoóhji' bohoo'aah.

85. Éé'deetįįh biɬ haz'áájí bóhoo'aah.

86. Bíla' ashdla'ii naaldeehji' bohoo'aah.

87. Saad bóhoo'aah.

88. Atah hozdillzeî' bohoo'aah.

89. Ana'i' bizaad bohoo'aah.

90. Sin bohoo'aah.

91. Na'ach'ąąh bohoo'aah.

92. Éeî'eɬ'į' bohoo'aah.

93. Ya'ti' bohoo'aah.

94. Aɬîîɬ aɬtaas'e'i' bohoo'aah.

95. Na'nitin doó' ach'į' ya'ti' bohoo'aah.

96. Ohoo'aah binigh e' ch'aana'aldeeh.

97. T'ah hóna'si'góó' ohojooɬ'aah.

Footnotes:

1. Doo daats'ibee nihich'į' anahoó'oł'i'da?
2. T'aá' daags' i'aɬts' i's i'go nihich'į' anahoó'oł'i'?
3. T'aá' daats'i' bita'i'gi a't' e'e'go?
4. T'aá' daats' i'aɬts'i'si'?
5. Ye'ego daats'i' bee nihich'į' anahoó'oł'i'?

		(1)	(2)	(3)	(4)	(5)
98.	Na'ahizhnitin bo͘hoo'aah.					
99.	Bitsį' yishtłizhii baa o͘lta'.					
100.	Bee o͘hoo'aah bee o͘lta'.					
101.	Bila' ashdla'ii bi bee haz'ą́ągnii bo͘hoo'aah.					

Ats'íís ba'a͘há'yą́ bił haz'ą́ągi

Bił ke'e͘ho͘t'į́į́ nii do'o' nił haz'ą́ągi hait'e'ego e͘í' ats'íís ba'a͘há'yą́ągi nihich'į' ana͘hoot'i'?

102.	T'a'á ho' jizíńigi a'da'a͘hojilyą́ baa o͘lta'.					
103.	Ch'iya'á'n ya^ a't' e'ehii yidą́ągi baa o͘lta'.					
104.						
105.	To'tsi' na'iiła'ii o'' ooli'íł baa o͘lta'.					
106.	Azee' tsi' na'iiła'ii baa o͘lta'.					
107.	Naałniihii bee be'e͘ho'zin do'o'o^ oołįįłii baa o͘lta'.					
108.	Naałniih bee na'nitinji' i͘hoo'aah.					
109.						
110.	Tsxį́į́łgo azee' ąąh a'doolini'íłgi baa o͘lta'.					
111.	Hooghan baa a͘há'yą́ągi baa o'lta'.					
112.	Bee'eldǫǫh naach'idji' baa o͘lta'.					

Footnotes:
1. Doo daats'i͘bee nihich'į' ana͘ho'o't'i'da?
2. T'a'á daags' i͘a͘lts' i's i'go nihich'į' ana͘ho'o't'i'.?
3. T'a'á daats' i͘bita'i'gi a't e'e'go?
4. T'a'á daats' i͘ałts' i'si'?
5. Ye'ego daats' i' bee nihich'į' ana͘ho'o'''i'?

113. Kǫ' naaghaʼáʼji baa aʔhaʼyąʼáʼji baa oʔlta'.

114. Toʼ naaghaʼáʼjíʼ baa oʔlta'.

115.

Honeeni bee dah ooldahjíʼ biʔkaʼ chohooʼíʼníʼgiíʼ baahane'.

Dineʼ bił keʼeʔhoʔ'įʼįnii doʼoʼ t'aʼáʼ nił haz'ąʼągi hait'eʼego honeeni baa na'al deehiʼgíʔíʼ bee nihich'įʼ anaʔhoot'i'?

116. Neeni bee atah aʼdljʼįʼjiʼ.

117. Neeni neʔl'įʼįʼj'i.

118. T'aʼáʔaʔíʼ hooghan doʼoʼ neeni yee atah danilįʼníʼgiíʼ baa oʔlta'.

Dííjįʼ nihił aʔhooníłgi baa hane'

Dineʼ bił keʼeʔhoʔ'įʼįnii doʼóʼ t'ááníł haz'ąʼągi díʼįjįʼ nihił áhoot'eʼegi ahooníłʼígiíʼ haɬt'eʼego be nihich'i' anaʔhoot'i'?

119. Bitsįʼ yishtłizhii bee haz'ąʼąnii aʼniid ánaáʼdaalyaayiʼgíʼí baa hane'.

120. Nahasdzaʼáń biaʼa'gi silaʼołtsooiʼ bił haz'ąʼąjiʼ baa hane'.

121. Na'iini' naaghaʼáji ʼbaa hane'.

122. Waʼáʼshindoon naʼ yee has'ąʼąnii baa hane'.

123. Honeeni doʼóʼ háaʔáʼghʼíʼįh bił haz'ąʼąjiʼ baa hane'.

124. T'aáʼ nihił aʔhoot'eʼii doʼóʼ aʼdahooníʔlii baa hane'.

Footnotes:
1. Doo daats'iʼ bee nihich'įʼ anaʔhoʼoʔt'i' da?
2. T'aʼáʼ daags' iáʔlts' iʼsiʼgo nihich'įʼ anaʼhoʼóʔt'i'?
3. T'aʼáʼ daags' iʔbita'iʼgi aʔ eʼeʼgo?
4. T'aa daats' iʼalts'iʼsi?
5. Yeʼego daats'iʼ bee nihich'įʼ anaʔhoʼoʔt'i'?

	(1)	(2)	(3)	(4)	(5)
125. Ałtah á́nahoo'nílgi baa hane'.					
126. Bitsį' Yishtłizhii bee iiná naalkaahjí baa hane'.					
127. Bitsį' yishtłizhii t'áá bí naalnish yiyoołwoł dóó yinighe át'įįnii baa hane'.					

Bits'ą́ądóó ohoo'aahígíí dóó choo'įįgi baa hane'

Hait'éego ahą́ąh choinít'į́ díí bits'ą́ądóó ohodaahígíí neeholǫ́ǫgo?

128. Nłch'ih halne'é					
129.					
130. Béésh hataałí biih yi'nilíígíí					
131. Saad náyiilahígíí					
132. Atseezį́ binaaltsoos					
133. Naaltsoos danat'į́ní́gíí					
134. Bitsį' yishtłizhii atseezį́ naaltsoos					
135. Naaltsoos wolta'a'					
136. Níłch'ih naalkidí					
137. T'áát'a' í daníígo atseezį́ naaltsoos hahinidehígíí.					
138. N/A					
139. N/A					

Footnotes:
1. Doo daats'íbee nihich'į́ anahó ót'i'da?
2. T'áá daags' iáłts' ís ígo nihich'į́ aná hóót'i'?
3. T'áá daats' í bita'ígi át' éégo?
4. T'áá daats' íałts'ísí?

		(1)	(2)	(3)		(5)
140.	N/A					
141.	N/A					
142.	N/A					
143.	N/A					
144.	N/A					
145.	N/A					
146.	N/A					
147.	N/A					
148.	K'ad naaltsoos baˊ hooghandi naaltsoos sinilíígíísh t'aáˊ bits'ą́ą́dóóˊ oh̨ooł'aah?					
149.	Hait'éego eíˊ bee haz'ą́ą́nii niníłtł'ah íídííłtahyę́ę́gi?					
150.	Naaltsoos baˊ hooghandi bitsį' yishtłizhii binaaltsoos bee nidanideehíˊgiíísh doo chonił'įįda?					
151.	Naaltsoos baˊ hooghandi naaltsoos bidáahjį' níłį́níˊgíísh boh̨óˊsááh?					
152.	Naaltsoos baˊ hooghandi ą́ą' át'ehíˊgííˊ daats'íˊ naˊnanitł'ah?					
153.	Naaltsoos baˊ hooghangóóˊ bee hodoot'ihii daats'íˊ naˊnanitł'ah?					
154.	Naltsoos baˊ hooghangóóˊ daats'íˊ nigáał bi'oh neel'ą́?					
155.	T'áaˊsh ahą́ą́h naaltsoos dawoł̨ta'íˊgiíˊ nihitah níˊdiˊgéˊéh? (1) Aˊdin daats'íˊ (2) T'áałahíˊdi daats'íˊ naˊlwo' (3) Naakidi daats'íˊ naˊlwo' (4) Taádi daats'íˊ naˊlwo' (5) laˊíˊdi daats'íˊ naˊlwo'					

Footnotes:
1. Doo daats'íˊbee nihich'į' anaˊhoˊoˊt'i'da?
2. T'aáˊ daagsˊ íáłts' isíˊgonihich'į' anaˊhoóˊt'i'?
3. T'aáˊ daats' iˊbita'íˊgi aˊt' éˊégo?
4. T'aáˊ daats' iˊaˊłts' iˊsiˊ?
5. Yeˊego daats' iˊbee nihich'į' anaˊhoˊoˊt'i'?

		(1)	(2)	(3)	(4)	(5)
156.	Nignan dóó' haaníźáadi eí' naaltsoos bá' hooghan:					
	(1) T'ááłá'í' tsin sitą́' (2) Naaki dóó' taádi tsin sitą́' (3) Dį́į́ˆ doó' ashdla' tsin sitą́' (4) Hastą́ą́' doó' neeznáá' tsin sitą́' (5) Ła'ts'aádah doó' ní'wwhji' tsin sitą́'					
157.	Haaníźahjį' eí' naaltsoos bá' hooghaníígíí' ąą' át'éego nił yá'át'éeh?					
	(1) Tseebíídi doó' ashdlajį' nida'anishgóne' (2) Tseebíídi doó' ashdlajį' ashdlaji' doó' nida'anishgóne'. (3) Hiiłch'į́h doó' yéego hiłhiijíį́j' nida'anishgóne'. (4) Hiiłch'į́h doó' yéego hiłhiijíį́j' doó' nida'anishgóne'.					

T'áá hó jiziníígi ádaa hane'

T'áá hó jiziníígi nahodíkid.

158.	Hastiin - Asdzáán					
159.	Díkwíí'sh ninaˆ íí'níłta'?					
160.	Díkwíí'sh ałtsoh yíí'níłta'?					
161.	Á'á'doó'sh naaˆ iínílta'?					
162.	Sáanii dóó' hastoí' da'ółta'jísh náá' íínílta'?					
163.	T'áá' ninizaadi'sh bee ya'ní'łt'?					
164.	T'á'á' ninizaadi'sh yí'ní'łta'?					
165.	T'á'á' ninizaadi'sh bee ak'e'e'łchi'?					
166.	Bilagáanaa bizaadi'sh bee ya'ní'łta'?					
167.	Bilagáanaa bizaadi'sh yí'ní'łta'?					
168.	Bilagáanaa bizaadi'sh bee ak'e'e'łchi'?					
169.	Há'í'sh bá' nanilnish?					
	(1) T'áá' hó'á'dá' nijilnish. (2) Wáá'shindoon daats'í' bá'. (3) Bitsi' yishtłizhii daats'íbá' (4) Na'iini' bá' nahaz'ą́ą́góó'. (5) Doo na' anishda					

Footnotes:
1. Doo daats'íbee nihich'į' aná'hó'ó't'i'da?
2. T'á'á' daags' í'á łts' í's í'go nihich'į' aná'hó'ót'i'?
3. T'á'á' daags' í'bita'í'gi á't' e'égo?
4. T'á'á' daats' í'á'łts'í'sí'?

170. Ałe' di ninaan'sh í'inilaayí'gií'sh ha'a't'íí'?						
(1) Naaltsoos bina'anish daats'í'.						
(2) Naanish t'a'á' bí'' a'hozhdii'ą'' í'gíí'.						
(3) Naanish binighe' ajíí'łta'.						
(4) Agaan bee na'anishjí'						
(5) Naanish t'aá' łahgo a't' e'hí'gíí'.						

Footnotes:
1. Doo daats'í'bee nihich'į' ana'ho'o't'i' da?
2. T'a'a' daags' i'a'łts' i's i'go nihich'į' ana'ho'o't'i'?
3. T' a'á' daats' i'bita'i'gi a't' e'e'go?
4. T' a'a' daats' i'a'łts' i'si?
5. Ye'ego daats'i'bee nihich'į' ana'ho'o't'i'?

APPENDIX F

LIBRARY INVENTORY CHECKLIST

LIBRARY INVENTORY CHECKLIST

I. LIBRARY PLANT - NAME OF FACILITY

A. Physical Facilities

1. Age of building _____

2. Site Characteristics _____

_____

3. Location of building _____

_____

4. Condition of facility _____

5. Heating system _____

6. Ventilation _____

7. Lighting _____

8. Safety features _____

9. Electrical System: outlets _____

_____

10. Square footage _____

11. Card catalogs _____

12. Conference room _____

13. Small group rooms _____

14. Individual learning area _____

_____

15. Carrels _____

16. Displays _____

17. Storage _____

18. Adequate shelving _____

19. Workroom _____

20. Plans for future development _____

_____

21. Administrative area _____

_____

22. Media production area _____

_____

23. Maintenance and repair area _____

_____

24. Dark room _____

_____

25. Stacks for excess materials _____

_____

26. Magazine storage for back issues _____

_____

27. Audio-visual storage _____

_____

28. Professional materials center _____

_____

29. Optional space T.V., radio _____

_____

30. Learning laboratory for A.V. usage _____

_____

II. INTERNAL ENVIRONMENT OF LIBRARY

A. Staffing

1. Overall governing operation of facility _____

_____

2. Training of staff _____

_____

3. Ethnic makeup of staff _____

_____

4. Average age of staff _____

5. Hours worked by staff _____

_____

6. Hours and days facility open _____

_____

7. Number of people served weekly _____

8. Percentage of usage by age groups _____

_____

9. Circulation rate last year _____

B. Library atmosphere

1. Conducive to learning _____

2. Free from noise, distractions _____

3. Pleasant surroundings _____

4. Openness of staff _____

5. Relevant materials _____

III. PRINT MATERIALS

A. Books

1. Total number of titles _____

2. Number of books on American Indian _____

3. Number of non-fiction books on the American Indian _____

4. Number of fiction books on the American Indian _____

5. Number of books by American Indian authors _____

6. Number of books on native language _____

B. Reference materials

1. Number of encyclopedias _____

2. Number of dictionaries _____

3. Reader's guide _____

4. Almanacs _____

5. Atlas _____

6. Number of maps _____

7. Number of globes _____

8. Number of art prints _____

9. Number of pictures _____

C. Magazines

1. Number for elementary school _____

2. Number for junior high school _____

3. Number for senior high school _____

4. Total - all schools _____

D. Newspapers

1. Number for elementary school _____

2. Number for junior high school _____

3. Number for senior high school _____

4. Total - all schools _____

E. Pamphlets, clippings and other materials _____

F. Periodicals and journals _____

IV. NON-PRINT MATERIALS

A. Filmstrips

1. Number in collection _____

2. Number pertaining to the American Indian _____

B. Films

1. Total number of films _____

2. Number dealing with the American Indian _____

C. Tape recordings

1. Total number in collection _____

2. Number dealing with the American Indian _____

D. Video tape collection

1. Total number in collection _____

2. Number dealing with the American Indian _____

V. FACILITY EQUIPMENT

A. Audio-visual

1. 16 MM projector _____

2. 8 MM projector _____

3. 2 x 2 slide projector: remote control _____

4. Filmstrip projector _____

5. Sound filmstrip projector _____

6. 10 x 10 overhead projector _____

7. Opaque projector _____

8. Filmstrip viewer _____

9. 2 x 2 slide viewer _____

10. TV receiver _____

11. Micro projector _____

12. Record player _____

13. Audio tape recorder _____

14. Listening station _____

15. Projection cart _____

16. Projection screen _____

17. Closed circuit TV _____

18. Radio receiver (AM - FM) _____

19. Copying machine _____

20. Duplicating machine _____

21. Micro reader _____

22. Micro-reader printer _____

23. Portable video tape equipment _____

24. Light control _____

25. Local production equipment _____

_____

_____

VI. LIBRARY CENTER SERVICES

A. Community

1. What services are provided to the general community?

_____

_____

2. Do special groups receive services:
i.e., Women's clubs, Civic groups?

_____

_____

3. What services are rendered
to elementary age children?

_____

_____

4. What services are rendered to
junior and senior high students?

_____

_____

_____

_____

VII. LIBRARY FINANCES

A. Budget

1. What are the sources of
library support?

_____

_____

2. What is the total budget?

_____

3. Provide a breakdown of the total budget

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

APPENDIX G

COMMUNITY INVENTORY CHECKLIST

COMMUNITY INVENTORY

I. PHYSICAL DESCRIPTION OF AREA

A. Official Name

B. Georgraphic Location

C. General Population

1. Indian

2. Non-Indian

D. Reservation Land Area

1. Tribal

2. Alloted

3. Non-Indian

E. Local Climate

F. Local Terrain

II. HISTORY

A. Tribal (Annotated)

B. State Government

C. Tribal Government

D. Local Government

III. UTILITIES & TRANSPORTATION

A. Utilities

1. Water

2. Electric

3. Telephone

4. Telegraph

5. Sewer

6. Natural Gas

7. Coal

8. Kerosene

9. Gasoline

10. Other

B. Transportation

1. Highways

2. Airports

3. Water Routes

4. Rail Routes

5. Other

IV. SOCIAL SERVICES AVAILABLE

A. Federal Goverment

1. Bureau of Indian Affairs

2. Public Health Service

3. Office of Economic Opportunity

4. Community Action Program

5. Other

B. Reservation

1. Communities

V. EDUCATIONAL FACILITIES

List the location, name, enrollment as Non-Indian and Indian and Information Systems (Library-Media), if any, for the following:

A. Federal Government

B. State Government

C. Tribal Government

D. Local Government

VI. CULTURAL

A. Language

1. Percentage Spoken

B. Activities

C. Religion

1. Native

2. Other